

Senate File 137 - Introduced

SENATE FILE 137

BY MCKINLEY

A BILL FOR

1 An Act establishing a value-added assessment system to
2 calculate annually the academic growth of students enrolled
3 in school districts at grade levels three through eleven.
4 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. NEW SECTION. **256.24 Value-added assessment**
2 **system.**

3 1. A value-added assessment system shall be established and
4 implemented by the department not later than January 31, 2012,
5 to provide for multivariate longitudinal analysis of annual
6 student test scores to determine the influence of a school
7 district's educational program on student academic growth and
8 to guide school district improvement efforts. The department
9 shall select a value-added assessment system provider through a
10 request for proposals process. The system provider selected by
11 the department shall offer a value-added assessment system to
12 calculate annually the academic growth of each student enrolled
13 in grade levels three through eleven and tested in accordance
14 with this section, and shall, at a minimum, meet all of the
15 following criteria:

16 *a.* Use a mixed-model statistical analysis that has the
17 ability to use all achievement test data for each student,
18 including the data for students with missing test scores, that
19 does not adjust downward expectations for student progress
20 based on race, poverty, or gender, and that will provide the
21 best linear unbiased predictions of school or other educational
22 entity effects to minimize the impact of random errors.

23 *b.* Have the ability to work with test data from a variety of
24 sources, including data that are not vertically scaled, and to
25 provide support for school districts utilizing the system.

26 *c.* Have the capacity to receive and report results
27 electronically and provide support for districts utilizing the
28 system.

29 *d.* Have the ability to create for each school district a
30 chart that reports grade-equivalent scores for grades three
31 through eight and gains between consecutive pairs of grades for
32 each attendance center, and that provides for a district-wide
33 study of grade-equivalent scores.

34 2. Annually, each school district that administers the
35 Iowa test of basic skills or the Iowa test of educational

1 development shall, within thirty days of receiving the test
2 scores, submit the test scores for each attendance center
3 within the school district and each grade level tested, from
4 grades three through eleven, to the system provider selected
5 pursuant to subsection 1. School districts may submit
6 additional assessment data for analysis and inclusion in
7 reports provided to school districts pursuant to subsection
8 3, to the extent that the assessment meets the criteria for
9 valid academic progress interpretation specified by the system
10 provider.

11 3. The system provider shall provide analysis to school
12 districts submitting test scores pursuant to subsection 2, and
13 to the department of education. The analysis shall include
14 but not be limited to attendance-center-level test results
15 for the Iowa test of basic skills in the areas of reading and
16 mathematics and other core academic areas when possible. The
17 analysis shall also include but not be limited to the number of
18 students tested, the number of test results used to compute the
19 averages, the average standard score, the corresponding grade
20 equivalent-score, the average stanine score for the group,
21 the normal curve equivalent of average standard scores, and
22 percentile ranks based on student norms, as well as measures
23 of student progress. The system provider shall create a chart
24 for each school district in accordance with the criteria set
25 forth in subsection 1.

26 4. Each school district shall have complete access to and
27 full utilization of its own value-added assessment reports and
28 charts generated by the system provider at the student level
29 for the purpose of measuring student achievement at different
30 educational entity levels.

31 5. Student academic growth determined pursuant to this
32 section shall not be used in teacher evaluation and shall not
33 be published if individual teacher effects can be surmised.

34 6. Information about student academic growth may be used
35 by the school district, including school board members,

1 administration, and staff, for defining student and district
2 learning goals and professional development related to student
3 learning goals across the school district. A school district
4 may submit its academic growth measures in the annual report
5 submitted pursuant to section 256.7, subsection 21, and may
6 reference in the report state level norms for purposes of
7 demonstrating school district performance. However, unless a
8 school district chooses to submit its academic measures in the
9 annual report submitted pursuant to section 256.7, subsection
10 21, such measures are not public records for the purposes of
11 chapter 22.

12 7. The department may use student academic progress data to
13 determine school improvement and technical assistance needs of
14 school districts, and to identify school districts achieving
15 exceptional gains. Beginning January 15, 2013, and by January
16 15 of each succeeding year, the department shall submit an
17 annual progress report regarding the use of student academic
18 growth information in the school improvement processes to the
19 general assembly and shall publish the progress report on its
20 internet website.

21 8. The department is encouraged to advocate that the United
22 States department of education allow reporting of student
23 academic progress as an additional valid measure of school
24 performance, as an alternative for meeting federal safe harbor
25 provisions, and for establishing statewide progress under the
26 federal No Child Left Behind Act of 2001, Pub. L. No. 107-110,
27 and any federal regulations adopted pursuant to the federal
28 Act.

29 9. A school district shall use the value-added assessment
30 system established by the department pursuant to subsection
31 1 not later than the school year beginning July 1, 2012.
32 However, the director of educational services of an area
33 education agency may grant a request made by a board of
34 directors of a school district located within the boundaries
35 of the area education agency stating its desire to use an

1 The system provider must provide analysis to each school
2 district and the department of education, and must also chart
3 data, using criteria set forth in the bill, for each school
4 district.

5 Each school district must have complete access to and full
6 utilization of its own value-added assessment reports and
7 charts. Student academic growth data shall not be used in
8 teacher evaluation and shall not be published if individual
9 teacher effects can be surmised.

10 School districts may use the data for defining student and
11 district learning goals and professional development related to
12 student learning goals across the school district. However,
13 unless a school district chooses to submit its academic
14 measures in the annual report submitted to the department and
15 the local community, the measures are not public records.

16 The department may use the data to determine school
17 improvement and technical assistance needs of school districts
18 and to identify school districts achieving exceptional gains.
19 The department is directed to submit an annual progress report
20 regarding the use of student academic growth information in the
21 school improvement processes to the house and senate education
22 committees and must publish the progress report on its internet
23 website.

24 The department is encouraged to advocate that the United
25 States department of education allow reporting of student
26 academic progress for purposes of complying with the federal No
27 Child Left Behind Act of 2001.

28 The bill may include a state mandate as defined in Code
29 section 25B.3. The bill requires that the state cost of
30 any state mandate included in the bill be paid by a school
31 district from state school foundation aid received by the
32 school district under Code section 257.16. The specification
33 is deemed to constitute state compliance with any state mandate
34 funding-related requirements of Code section 25B.2. The
35 inclusion of this specification is intended to reinstate the

S.F. 137

1 requirement of political subdivisions to comply with any state
2 mandates included in the bill.